

# 1 Government and the State

**Objectives** You may wish to call students' attention to the objectives in the Section Preview. The objectives are reflected in the main headings of the section.

**Bellringer** Ask students what their lives would have been like if, from an early age, they had been free to do whatever they wanted without parental oversight. Discuss the various roles of parents. Explain that in this section, students will consider the roles of government and how government affects people's lives.

**Vocabulary Builder** Ask students to discuss how the first six terms in the Political Dictionary are related. Help students see that a government uses the powers outlined in a constitution to enact and carry out public policy.

## Lesson Plan


### Teaching the Main Ideas L3

**1. Focus** Tell students that governments exist because people need them. Ask students to discuss what they know about what the United States government does for the American people.

**2. Instruct** Ask students to name the three basic kinds of power that a government exercises. Briefly discuss the difference between a government and a state. Then list and discuss the main purposes of the American system of government.

**3. Close/Reteach** Remind students that government exists to create and carry out society's public policies. Ask each student to write down one important thing that they learned from this section. Encourage students to share their pieces of information with the rest of the class.

## Point-of-Use Resources

 **Block Scheduling with Lesson Strategies** Activities for Chapter 1 are presented on p. 19.

# 1 Government and the State

## Section Preview

### OBJECTIVES

1. **Define** government and the basic powers every government holds.
2. **Describe** the four defining characteristics of the state.
3. **Identify** four theories that attempt to explain the origin of the state.
4. **Understand** the purpose of government in the United States and other countries.

### WHY IT MATTERS

Government is essential to the existence of human beings in a civilized society. What any particular government is like and what that government does have an extraordinary impact on the lives of all people who live within its reach.

### POLITICAL DICTIONARY

- ★ **government**
- ★ **public policy**
- ★ **legislative power**
- ★ **executive power**
- ★ **judicial power**
- ★ **constitution**
- ★ **dictatorship**
- ★ **democracy**
- ★ **state**
- ★ **sovereign**

**T**his is a book about government—and, more particularly, about government in the United States. Why should you read it? Why should you study government? These are legitimate questions, and they can be answered in several different ways—as you will see throughout the pages of this book. But, for now, consider this response: you should know as much as you possibly can about government because government affects *you* in an uncountable number of very important ways. It does so today, it did so yesterday, it will tomorrow, and it will do so every day for the rest of your life.

Think of our point here in this light: What would your life be like *without* government? Who would protect you, and all of the rest of us, against the attacks of terrorists and against other threats from abroad? Who would provide for education, guard the public's health, and protect the environment? Who would pave the streets, regulate traffic, punish criminals, and respond to fires and other human-made and natural disasters? Who would protect civil rights and care for the elderly and the poor? Who would protect consumers and property owners?

Government does all of these things, of course—and much more. In short, if government did not exist, we would have to invent it.

## What Is Government?

**Government** is the institution through which a society makes and enforces its public policies. Government is made up of those people who exercise its powers, all those who have authority and control over people.

The **public policies** of a government are, in short, all of those things a government decides to do. Public policies cover matters ranging from taxation, defense, education, crime, and health care to transportation, the environment, civil rights, and working conditions. The list of public policy issues is nearly endless.

Governments must have power in order to make and carry out public policies. Power is the ability to command or prevent action, the ability to achieve a desired end.

Every government has and exercises three basic kinds of power: (1) **legislative power**—the power to make law and to frame public policies; (2) **executive power**—the power to execute, enforce, and administer law; and (3) **judicial power**—the power to interpret laws, to determine their meaning, and to settle disputes that arise within the society. These powers of government are often outlined in a country's constitution. A **constitution** is the body of fundamental laws



## Block Scheduling Strategies

Consider these suggestions to manage extended class time:

■ Write this quotation from the text on the board: "If men were angels no government would be necessary." Have students respond to this quotation. If they agree with it ask them to provide examples in support; if they disagree, encourage them to find or draft a more appropriate quotation.

■ Divide the class into small groups, assigning each one of the six purposes of government described in the text. Have each group create a collage that illustrates the meaning of its assigned principle. Encourage students to use clippings from magazines, illustrated quotations, or their own artwork in their collages.

setting out the principles, structures, and processes of a government.

The ultimate responsibility for the exercise of these powers may be held by a single person or by a small group, as in a **dictatorship**. In this form of government, those who rule cannot be held responsible to the will of the people. When the responsibility for the exercise of these powers rests with a majority of the people, that form of government is known as a **democracy**. In a democracy, supreme authority rests with the people.

Government is among the oldest of all human inventions. Its origins are lost in the mists of time. But, clearly, government first appeared when human beings realized that they could not survive without some way to regulate both their own and their neighbors' behavior.

The earliest known evidences of government date from ancient Egypt and the 6th century B.C. More than 2,300 years ago, the Greek philosopher Aristotle observed that "man is by nature a political animal."<sup>1</sup> As he wrote those words, Aristotle was only recording a fact that, even then, had been obvious for thousands of years.

What did Aristotle mean by "political"? That is to say, what is "politics"? Although people often equate the two, politics and government are very different things. Politics is a process, while government is an institution.

More specifically, politics is the process by which a society decides how power and resources will be distributed within that society. Politics enables a society to decide who will reap the benefits, and who will pay the costs, of its public policies.

The word *politics* is sometimes used in a way that suggests that it is somehow immoral or something to be avoided. But, again, politics is a *process*, the means by which government is conducted. It is neither "good" nor "bad," but it is necessary. Indeed, it is impossible to conceive of government without politics.

## The State

Over the course of human history, the state has emerged as the dominant political unit in the world. The **state** can be defined as a body of people, living in a defined territory, organized politically (that is, with a government), and with the power to make and enforce law without the consent of any higher authority.



▲ **Patriotism in a Time of Crisis** Americans showed their pride in their country and support for their government in the wake of the terrorist attacks on the World Trade Center and the Pentagon.

There are more than 190 states in the world today. They vary greatly in size, military power, natural resources, and economic importance. Still, each of them possesses all four characteristics of a state: population, territory, sovereignty, and government.

Note that the state is a legal entity. In popular usage, a state is often called a "nation" or a "country." In a strict sense, however, the word *nation* is an ethnic term, referring to races or other large groups of people. The word *country* is a geographic term, referring to a particular place, region, or area of land.

## Population

Clearly, a state must have people—a population. The size of that population, however, has nothing directly to do with the existence of a state. One of the world's smallest states, in population terms, is San Marino. Bounded on all sides by Italy, it has only some 30,000

<sup>1</sup>In most of the world's written political record, the words *man* and *men* have been widely used to refer to all of humankind. This text follows that form when presenting excerpts from historical writings or documents and in references to them.

## Reading Strategy

### Summarizing

Preview the section, pointing out the headings and subheadings. Have students, as they read, determine the main idea of the information following each of these headings. Tell students to put all these main idea statements together in one paragraph, which will serve as a summary of the section.

## Point-of-Use Resources

**Guided Reading and Review** Unit 1 booklet, p. 2 provides students with practice identifying the main ideas and key terms of this section.

**Lesson Planner** For complete lesson planning suggestions, see the Lesson Planner booklet, section 1.

**Political Cartoons** See p. 4 of the Political Cartoons booklet for a cartoon relevant to this section.

**Section Support Transparencies** Transparency 7, *Visual Learning*; Transparency 106, *Political Cartoon*

**Go Online**  
PHSchool.com

For career-related links and activities, visit the *Magruder's American Government* companion Web site in the Social Studies area at the Prentice Hall School Web site.

## Make It Relevant

### Careers in Government—Cartographer

The international borders of many states have changed dramatically in recent years, as the cartographers, or mapmakers, of the Federal Government can attest to. Federal maps play vital roles in the nation's defense, foreign relations, and foreign trade, and provide policymakers with important visual tools. In addition, government cartographers (who also work at the State and local levels) create a

vast array of domestic maps, which are used by everyone from tourists to hikers to businesses.

**Skills Activity** Have small groups of students make geographical or theme maps of their community. Then have individual students write paragraphs explaining why they would or would not be interested in a career as a government cartographer.

(Challenging)



## Background Note

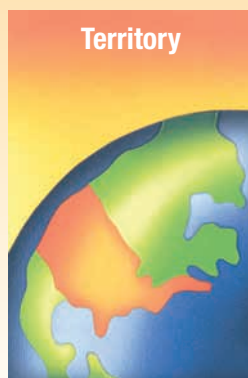
### Common Misconceptions

Most people think that boundary lines between states exist only on maps. In truth, though, many of the world's borders are actual, tangible lines on the Earth. The Great Wall of China was built in sections beginning in the 7th century B.C. as borders between warring Chinese kingdoms. Over centuries it was extended, and in the 16th century, during the Ming dynasty, it was established as the boundary between Mongolia and China. Today, there is an artificial sand wall 1,000 miles long between Morocco and Western Sahara. The long border shared by the United States and Canada is marked, in places, by a straight clear cut through the forest, 20 feet wide. In places like these, the abstract concept of state borders becomes a physical reality.

## The Four Characteristics of the State



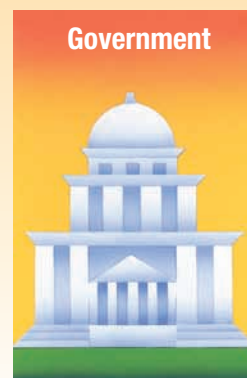
Population



Territory



Sovereignty



Government

**Interpreting Charts** To be considered a state, a group of people must have a defined body of land and an independent, sovereign government. **Does your school qualify as a state? If not, which requirements does it lack?**

people. The People's Republic of China is the world's most populous state with more than 1.3 *billion* people—just about one fifth of all of the world's population. The more than 300 million who live in the United States make it the world's third most populous, after China and India.

The people who make up a state may or may not be *homogeneous*. The adjective *homogeneous* describes members of a group who share customs, a common language, and ethnic background. Today, the population of the United States includes people from a wide variety of backgrounds. Still, most Americans think of themselves as exactly that: Americans.

### Territory

Just as a state cannot exist without people, so it must have land—territory, with known and recognized boundaries. The states in today's world vary as widely in terms of territory as they do in population. Here, too, San Marino ranks among the world's smallest states. It covers less than 24 square miles—smaller than thousands of cities and towns in the United States.<sup>2</sup>

Russia, the world's largest state, stretches across some 6.6 million square miles. The total area of the United States is 3.7 million square miles.

### Sovereignty

Every state is **sovereign**—it has supreme and absolute power within its own territory and can decide its own foreign and domestic policies. It is neither subordinate nor responsible to any other authority.

Thus, as a sovereign state, the United States can determine its form of government, frame its own economic system, and shape its own foreign policies. Sovereignty is the one characteristic that distinguishes the state from all other, lesser political units in the world.

The States within the United States are not sovereign and so are not states in the international, legal sense. Each State is subordinate to the Constitution of the United States.<sup>3</sup>

### Government

Every state is politically organized. That is, every state has a government. Recall, a government is the institution through which society makes and

<sup>2</sup>The United States also recognizes the State of Vatican City, with a permanent population of some 900 persons and a roughly triangular area of only 109 acres. The Vatican is wholly surrounded by the City of Rome. American recognition of the Vatican, which had been withdrawn in 1867, was renewed in 1984.

<sup>3</sup>In this book, state printed with a small "s" denotes a state in the family of nations, such as the United States, Great Britain, and Mexico. State printed with a capital "S" refers to a State in the American union.

## Answer to . . .

**Interpreting Charts** Possible answer: No, schools do not have independent, sovereign governments, and most schools do not have their own territory.

enforces its public policies. A government is the agency through which the state exerts its will and works to accomplish its goals. Government includes the machinery and the personnel by which the state is ruled.

Government is necessary to avoid what the English philosopher Thomas Hobbes (1588–1679) called “the war of every man against every man.” Without government, said Hobbes, there would be “continual fear and danger of violent death and life [would be] solitary, poor, nasty, brutish, and short.” The world has seen a number of examples over recent years of what happens when a government disappears: In Lebanon, Bosnia, Somalia, and many other places, life became “nasty, brutish, and short.”

## Major Political Ideas

For centuries, historians, philosophers, and others have pondered the question of the origin of the state. What set of circumstances first brought it into being?

Over time, many different answers have been offered, but history provides no conclusive evidence to support any of them. However, four theories have emerged as the most widely accepted explanations for the origin of the state.

**The Force Theory** Many scholars have long believed that the state was born of force. They

hold that one person or a small group claimed control over an area and forced all within it to submit to that person's or group's rule. When that rule was established, all the basic elements of the state—population, territory, sovereignty, and government—were present.

**The Evolutionary Theory** Others claim that the state developed naturally out of the early family. They hold that the primitive family, of which one person was the head and thus the “government,” was the first stage in political development. Over countless years the original family became a network of related families, a clan. In time the clan became a tribe. When the tribe first turned to agriculture and gave up its nomadic ways, tying itself to the land, the state was born.

**The Divine Right Theory** The theory of divine right was widely accepted in much of the Western world from the fifteenth through the eighteenth centuries. It held that God created the state and that God had given those of royal birth a “divine right” to rule. The people were bound to obey their ruler as they would God; opposition to “the divine right of kings” was both treason and mortal sin.

During the seventeenth century, philosophers began to question this theory. Much of the thought upon which present-day democracies rest began as a challenge to the theory of divine right.

## Background Note

### Global Awareness

The ancient Chinese felt that a single ruler should govern all of humanity with a universal code of principles. The Chinese emperor, called the “Son of Heaven,” was believed by the Chinese people to be able to communicate with both Heaven and Earth. The emperor ruled through a complex bureaucracy of educated professionals. But although the government was based on a “mandate of heaven,” if the emperor's rule was found to be unjust, the people were justified in rebelling against him. It was believed, too, that Heaven could show its displeasure by sending famine and other natural disasters.

## Point-of-Use Resources

### Close Up on Primary Sources

Jean-Jacques Rousseau, *The Social Contract* (1762), p. 54



Force



Evolutionary



Divine Right



Social Contract

◀ Different explanations have been offered for the origin of the state. Pharaoh Akhenaten of Egypt (middle) believed that power flowed from Aten, the god of the sun disk. **Critical Thinking** Can more than one of these theories accurately explain the origin of the state? Explain why or why not.

## Preparing for Standardized Tests

Have students read the passages under *Major Political Ideas* on pp. 7–8 and then answer the question below.

Which two theories might be used to explain the origins of Japan, which has an emperor typically chosen from the same familial lines?

- A the force theory and the divine right theory
- B the evolutionary theory and the force theory
- C the social contract theory and the divine right theory
- D the evolutionary theory and the divine right theory**

## Answer to . . .

**Critical Thinking** Answers will vary. Students may suggest that as each of the four theories is widely accepted and equally plausible, any one of them could explain the origin of the state; however, the origin can never be known with complete “accuracy.”

## Differentiated Instruction

L1

**Time** 90 minutes.**Purpose** To carry out a panel discussion about the origin of the state.**Grouping** Four groups.**Activity** Assign each group one of the different theories of the origin of the state. Each group should develop arguments that favor their theory over others. Groups will designate two members as “experts” in the field to present the group’s case.**Roles** Discussion leader, recorder, experts.**Close** Hold a panel discussion in which “experts” make their case as to why their theory is the best explanation for the origin of the state. Allow other students to ask questions of the panel members.

## Point-of-Use Resources



## Government Assessment Rubrics

Cooperative Learning Project: Process, p. 20



## Block Scheduling with Lesson Strategies

Additional activities for Chapter 1 appear on p. 19.

The notion of divine right was not unique to European history. The rulers of many ancient civilizations, including the Chinese, Egyptian, Aztec, and Mayan civilizations, were held to be gods or to have been chosen by the gods. The Japanese emperor, the *mikado*, governed by divine right until 1945.

**The Social Contract Theory** In terms of the American political system, the most significant of the theories of the origin of the state is that of the “social contract.” Philosophers such as Thomas Hobbes, James Harrington (1611–1677), and John Locke (1632–1704) in England and Jean Jacques Rousseau (1712–1778) in France developed this theory in the seventeenth and eighteenth centuries.

Hobbes wrote that in earliest history humans lived in unbridled freedom, in a “state of nature,” in which no government existed and no person was subject to any superior power. That which people could take by force belonged to them. However, all people were similarly free in this state of nature. No authority existed to protect one person from the aggressive actions of another. Thus, individuals were only as safe as their own physical strength and intelligence could make them.

Human beings overcame their unpleasant condition, says the social contract theory, by agreeing with one another to create a state. By contract, people within a given area agreed to give up to the state as much power as was needed to promote the safety and well-being of all. In the contract (that is, through a constitution), the members of the state created a government to exercise the powers they had voluntarily given to the state.

In short, the social contract theory argues that the state arose out of a voluntary act of free people. It holds that the state exists only to serve the will of the people, that they are the sole source of political power, and that they are free to give or to withhold that power as they choose. The theory may seem far-fetched today. The great concepts that this theory promoted, however—popular sovereignty, limited government, and individual rights—were immensely important to the shaping of the American governmental system.

The Declaration of Independence (see pages 40–43) justified its revolution through the social contract theory, arguing that King George III and his ministers had violated the contract. Thomas Jefferson called the document “pure Locke.”

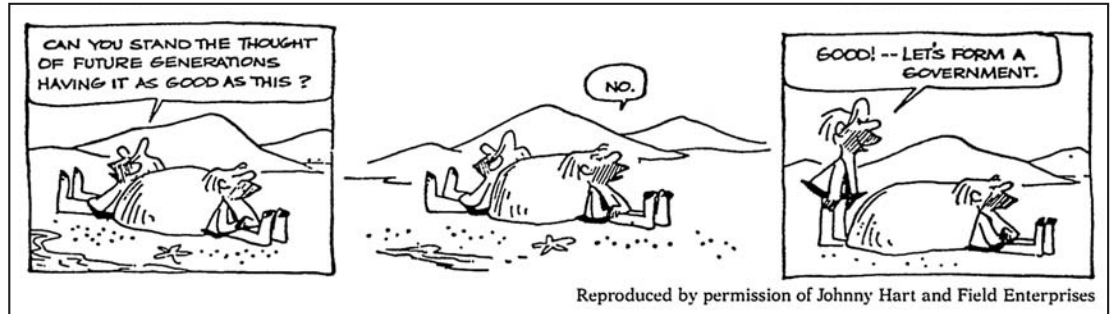
## The Purpose of Government

What does government do? You can find a very meaningful answer to that question in the Constitution of the United States. The American system of government was created to serve the purposes set out there.



“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

—Preamble to the Constitution



**Interpreting Political Cartoons** American government was influenced strongly by the social contract theory. *How does this cartoon poke fun at that theory?*

## Answer to . . .

**Interpreting Political Cartoons** By implying that government does not improve conditions, but makes them worse.



## Form a More Perfect Union

The United States, which had just won its independence from Great Britain, faced an altogether uncertain future in the postwar 1780s. In 1781, the Articles of Confederation, the nation's first constitution, created "a firm league of friendship" among the 13 States. That league soon proved to be neither very firm nor very friendly. The government created by the Articles was powerless to overcome the intense rivalries and jealousies among the States that marked the time.

The Constitution of today was written in 1787. The original States adopted it in order to link them, and the American people, more closely together. That Constitution was built in the belief that in union there is strength.

## Establish Justice

To provide justice, said Thomas Jefferson, is "the most sacred of the duties of government." No purpose, no goal of public policy, can be of greater importance in a democracy.

But what, precisely, is justice? The term is difficult to define, for justice is a concept—an idea, an invention of the human mind. Like other concepts such as truth, liberty, and fairness, justice means what people make it mean.

As the concept of justice has developed over time in American thought and practice, it has come to mean this: The law, in both its content and its administration, must be reasonable, fair, and impartial. Those standards of justice have not always been met in this country. We have not attained our professed goal of "equal justice for all." However, this, too, must be said: The history of this country can be told largely in terms of our continuing attempts to reach that goal.

"Injustice anywhere," said Martin Luther King, Jr., "is a threat to justice everywhere." You will encounter this idea again and again in this book.

## Insure Domestic Tranquility

Order is essential to the well-being of any society, and keeping the peace at home has always been a prime function of government. Most people can only imagine what it would be like to live in a state of anarchy—without government, law, or order. In fact, people do live that way in some parts of the world today. For

## Voices on Government

Barbara Jordan was the first African American woman ever elected to the Texas legislature. She went on to represent her State in the U.S. House of Representatives (1973–1979). Famous for her eloquent speeches, Barbara Jordan often seemed to serve as the conscience of the government. In her keynote speech at the 1976 Democratic National Convention, she noted:



*"A nation is formed by the willingness of each of us to share in the responsibility for upholding the common good.*

*A government is invigorated when each of us is willing to participate in shaping the future of this nation. . . .*

*Let each person do his or her part. If one citizen is unwilling to participate, all of us are going to suffer. For the American idea, though it is shared by all of us, is realized in each one of us."*

## Evaluating the Quotation

*How do Jordan's expectations for Americans relate to the basic ideas that underlie our democracy?*

years now, Somalia, which is located on the eastern tip of Africa, has not had a functioning government; rival warlords control different parts of the country.

In *The Federalist* No. 51, James Madison observed: "If men were angels, no government would be necessary." Madison, who was perhaps the most thoughtful of the Framers of the Constitution, knew that most human beings fall far short of this standard.

## Provide for the Common Defense

Defending the nation against foreign enemies has always been one of government's major responsibilities. You can see its importance in the fact that defense is mentioned far more often in the Constitution than any of the other functions of the government. The nation's defense and its foreign policies are but two sides of the same coin: the security of the United States.

## Differentiated Instruction

Divide the class into small groups. Assign each group one of the five government functions documented in the Constitution (and also in this section). Using newspapers, magazines, and various art supplies, ask groups to create a collage that illustrates how government carries out that particular function on a daily basis. **SN**

## Background Note

### Economics

A portion of each year's federal budget is allocated to federal departments that seek in some way to promote "the general welfare." For example, in 2007, the Department of Education budgeted about \$54 billion in areas of education not covered by State and local funds. The Environmental Protection Agency was responsible for about \$7.3 billion in the fiscal year 2007 budget. The agency used the money to restore and preserve the quality of the environment. The Food and Drug Administration, which tests various foods and medicines to ensure their safety for public use, estimated that the agency would need about \$1.5 billion for fiscal year 2007.

## Point-of-Use Resources



### Close Up on Participation

Protecting the Environment, pp. 10–11, uses the topic of environmental awareness to help students plan and carry out service learning projects.

## Spotlight on Technology



### Magruder's American Government Video Collection

The Magruder's Video Collection explores key issues and debates in American government. Each segment examines an issue central to chapter content through use of historical and contemporary footage. Commentary from civic leaders in academics, government, and the media follow each segment. Critical-thinking questions focus students' attention on key issues, and may be used to stimulate discussion.

Use the Chapter 1 video segment to explore the roots of American constitutional government. (time: about 5 minutes) This segment examines the ideas of the Enlightenment thinkers from whom the Framers drew inspiration. It concludes with an examination of the Iroquois League, whose system of government in part parallels that of the American States.

## Answer to . . .

**Evaluating the Quotation** Democracy is most effective when individuals work together for the common good; Jordan encourages Americans to participate in government and uphold the common good.

## Point-of-Use Resources



**Guide to the Essentials** Chapter 1, Section 1, p. 14 provides support for students who need additional review of section content. Spanish support is available in the Spanish edition of the Guide on p. 7.



**Quiz** Unit 1 booklet, p. 3 includes matching and multiple-choice questions to check students' understanding of Section 1 content.



**Presentation Pro CD-ROM** Quizzes and multiple-choice questions check students' understanding of Section 1 content.

## Answers to . . .

### Section 1 Assessment

1. A state is a body of people living in a defined territory with a government and the power to make laws without the consent of a higher authority; a government is the institution through which states make and enforce their policies.
2. Dictatorships are ruled by a single person or a small group of people.
3. Constitutions include the fundamental laws that set out the principles, structures, and processes of governments.
4. Examples include interpreting laws, determining the meanings of laws, and settling societal disputes.
5. Possible answer: Local governments should not be sovereign, because their powers would then conflict with those of the Federal Government. If cities were sovereign, their leaders could choose a form of government different than that of the Federal Government. Such an arrangement would cause chaos.
6. Philosophers such as Thomas Hobbes and John Locke developed the social contract theory, which challenged the idea of divine right and formed the basis for the American Declaration of Independence.
7. The Preamble says that the people agreed to join together to create a state with a constitution.

The United States has become the world's most powerful nation, but the world remains a dangerous place. The United States must maintain its vigilance and its armed strength. Just a glance at today's newspaper or at one of this evening's television news programs will furnish abundant proof of that fact.

### Promote the General Welfare

Few people realize the extent to which government acts as the servant of its citizens, yet you can see examples everywhere. Public schools are one illustration of government's work to promote the general welfare. So, too, are government's efforts to protect the quality of the air you breathe, the water you drink, and the food you eat. The list of tasks government performs for your benefit goes on and on.

Some governmental functions that are common in other countries—operating steel mills, airlines, and coal mines, for example—are not carried out by government in this country. In general, the services that government provides in the United States are those that benefit all or most people. These are the services that are not very likely to be provided by the voluntary acts of private individuals or groups.

### Secure the Blessings of Liberty

This nation was founded by those who loved liberty and prized it above all earthly possessions. They believed with Thomas Jefferson that “the God who gave us life gave us liberty

at the same time.” They subscribed to Benjamin Franklin's maxim: “They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.”

The American dedication to freedom for the individual recognizes that liberty cannot be absolute. It is, instead, a relative matter. No one can be free to do whatever he or she pleases, for that behavior would interfere with the freedoms of others. As Clarence Darrow, the great defense lawyer, once said: “You can only be free if I am free.”

Both the Federal Constitution and the State constitutions set out many guarantees of rights and liberties for the individual in this country. That does not mean that those guarantees are so firmly established that they exist forever, however. To preserve and protect them, each generation must learn and understand them anew, and be willing to stand up for them when necessary.

For many people, the inspiration to protect our rights and liberties arises from deep feelings of patriotism. Patriotism is the love of one's country; the passion which aims to serve one's country, either in defending it from invasion, or by protecting its rights and maintaining its laws and institutions in vigor and purity. Patriotism is the characteristic of a good citizen, the noblest passion that animates a man or woman in the character of a citizen. As a citizen, you, too, must agree with Jefferson: “Eternal vigilance is the price of liberty.”

## Section 1 Assessment

### Key Terms and Main Ideas

1. What is the difference between a **government** and a **state**?
2. Who holds power in a **dictatorship**?
3. What is the purpose of a **constitution**?
4. Give an example of a use of **judicial power**.

### Critical Thinking

5. **Making Comparisons** The United States is sovereign, but the city or town in which you live is not. Do you think that your community should be sovereign? Why or why not?
6. **Recognizing Cause and Effect** Explain this comment: Much of the thought upon which present-day democratic

### Progress Monitoring Online

**For:** Self-Quiz and vocabulary practice  
**Web Code:** mqa-1011

government rests began as a challenge to the theory of the divine right of kings.

7. **Drawing Conclusions** Explain how the language of the Preamble reflects the idea of the social contract.

**Go Online**  
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**For:** An activity on political philosophers  
**Web Code:** mqd-1011

### Progress Monitoring Online

**For:** Self-quiz with vocabulary practice  
**Web Code:** mqa-1011

**Go Online**  
**PHSchool.com**

Typing in the Web Code when prompted will bring students directly to detailed instructions for this activity.